DOCUMENT RESUME

ED 400 226 SP 036 863

AUTHOR Murphy, Carole
TITLE The Professional Development School: Linking the University and the Public School. Action Research Project.
PUB DATE 96
NOTE 44p.
PUB TYPE Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Administrator Attitudes; Classroom Techniques; College School Cooperation; *Discipline Policy; Discipline Problems; Educational Environment; Higher Education; In School Suspension; Intermediate Grades; Junior High Schools; Middle Schools; Participative Decision Making; Professional Development Schools; Public Schools; *Student Attitudes; Student Behavior; *Student Responsibility; *Teacher Attitudes; Thematic Approach
IDENTIFIERS Consensus; Parkway School District MO; *Respect; Total Quality Schooling; University of Missouri Saint Louis

ABSTRACT

Utilizing a consensus decision-making strategy, teachers and an administrator from Parkway Central Middle School (PCMS) (Missouri) selected a two-part mission: (1) to establish an atmosphere where students demonstrate respect for themselves, their peers, and all adults; and (2) to evaluate, revise, develop, and implement a new discipline plan that would be more proactive than reactive. To achieve the mission, the Responsibility and Respect Program/Plan was implemented during 1993-1994. Proactive activities, disciplinary management techniques designed to foster responsibility and respect, and new programs were added to existing disciplinary programs. Activities included: (1) Respect Week, during which the theme of respect for self, others, and the environment was integrated into various classes; (2) incentive programs to reward good behavior; (3) relevant extra curricular activities; (4) revamping behavioral management techniques; and (5) improving citizenship through parent involvement, case management, and better tracking of conduct. Two additional program elements (after school tutorials and data collection to document the program's outcomes) were facilitated by PCMS's professional development school collaborative agreement with University of Missouri-Saint Louis. Data collected on six disciplinary indicators indicated an overall decrease in the number of students involved in disciplinary actions from 1993-1994 to 1994-1995. Findings from surveys of students, teachers, and administrators indicated that respondents considered the Responsibility and Respect Plan's proactive approach and the consensus process effective. Recommendations for improvement in the plan are noted. Two survey questionnaires are included. (IAH)

ED 400 226

The Professional Development
School Linking the University and
the Public School

ACTION RESEARCH PROJECT

by

Parkway Central Middle School
471 N. Woods Mill Road
St. Louis, MO 63017
(314) 415-7800

and

Dr. Carole Murphy, Consultant
University of Missouri - St. Louis
8001 Natural Bridge Road
St. Louis, MO 63121
(314) 516-5792

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

University of Missouri St. Louis

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

C Murphy

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

SP036863

BEST COPY AVAILABLE

Revised 04/23/96

The Professional Development
School Linking the University and
the Public School

ACTION RESEARCH PROJECT

DISCIPLINE COMMITTEE MEMBERS
PARKWAY CENTRAL MIDDLE SCHOOL

1993-94	1994-95	1995-96
Jewell Billen, Chair	Jewell Billen, Chair	Jewell Billen, Chair
Mary Beth Connelly	Mary Beth Connelly	Bette Bude
Grace Pearson	Jennifer Deutsch	Mary Beth Connelly
Clare Richardson	Grace Pearson	Jennifer Deutsch
Ches Schneider	Clare Richardson	Nancy Frank
Pegggy Shores	Peggy Shores	Suzie Kravetz
Jane Trimble	Jane Trimble	Tina Miller
Jim Trimble	Jim Trimble	Grace Pearson
		Gina Radcliff
		Clare Richardson
		Valerie Schultz
		Diana Schumacher
		Andy Shanker
		Jane Sharp
		Jane Trimble
		Jim Trimble
		Nicole Voss

CONSULTANT

Dr. Carole Murphy
Assistant Professor
School of Education
University of Missouri - St. Louis
8001 Natural Bridge Road
St. Louis, MO 63121
(314)516-5792
(314) 516-5227 (Fax)
SCMURPH@UMSLVMA.UMSL.EDU (E-MAIL)

TABLE OF CONTENTS

I.	Developing Quality Learning Schools	1
	Consensus Decision Making	2
	Selecting a Mission Statement and Setting Goals	3
II.	PCMS Programs Designed to Foster Responsibility and Respect	5
	Respect Week	5
	Rights and Responsibilities Document Drafted	6
	Incentive Programs Initiated	6
	Extracurricular Activities	7
	After School Tutorials	7
	Behavioral Management Techniques Revamped	7
	Citizenship Probation Program Begun	8
	Dynamic Tool (Statistical Data Collecting)	8
III.	Statistical Data Collection Through Discipline Referrals	9
	Limitations of the Study	10
	Conclusions of PCMS Disciplinary Program	11
IV.	Statistical Information Collected Through Surveys	11
	Student Responses	12
	Student Conclusions	15
	Teacher and Administrator Responses	16
	Recommendations	20
V.	Conclusion	22
VI.	Tables	
	1. Time-Out Discipline Records	24
	2. Lunch Detention Discipline Report	25
	3. Discipline Referral Report	26
	4. After School Detention Report	27
	5. Number of Students	28
	6. O.S.S. Discipline Report	29
	7. Student Responsibility and Respect Questionnaire	30
	8. Administrator/Teacher Responsibility and Respect Questionnaire	31

Building Responsibility and Respect In Middle School Students A Case Study

Developing Quality Learning Schools

In January, 1994, Jim Renken, the District Manager for Bell Telephone Company, and David J. Henerson, a representative of Quality Solutions Seminars, Inc., shared with the Parkway Central Middle School (PCMS) teachers and administrators management techniques for developing a quality learning environment through consensus decision making and Deming's fourteen points of effective management, components of Total Quality Management (TQM). Renken emphasized to the Parkway educators that a healthy school climate depended mostly on the behavior of the participants, especially the behavior of the adults and the principal in particular. He pointed out that the only way to alter the school successfully was to bring about change at the lowest level of the hierarchy and to create channels of communication that would allow information from this level to flow upward through the organizational structure.

Renken stressed that in a school designed around quality learning, a decision-making structure must be established with the aim of transferring maximum decision-making power to the individual's most affected by the decision. The first issue that must be decided is the school's mission and the strategies for accomplishing that mission. Principals must ensure that every staff member is invested in the change and committed to the

common goals of the school's mission. The guiding axiom is that staff members affected by a decision should be involved in making that decision and, conversely, that all those affected by a decision must be involved in the decision. Renken stated that this axiom is a radical departure from the decision-making practices in most schools.

Consensus Decision Making

One strategy used for involving staff members is consensus decision making. Consensus decision making is the process of forming vested interest groups of teachers and administrators in which all group members agree on a solution to a problem. All concerns and solutions must be considered by the group. Because consensus decision making is difficult and time-consuming, decisions that affect every one should be chosen carefully. A good example of such a global issue is adoption of the school's mission and goals. The process for consensus building would consist of the following steps:

1. The selection of a team consisting of an administrative person, teachers, and staff members who have vested interest in the problem under consideration.

2. The writing of team objectives that are clear and concise.

3. The listing of all ideas pertaining to the objectives. Every idea must be listed and discussed (this is the time consuming, but necessary, part of the process).

4. The list must be categorized and consolidated, removing all redundancies.

5. All participants of the team are then given 3 to 5 votes and can spend these votes anyway they wish on the listed concerns.

6. After votes are cast, the list must be sorted according to the number of votes received, and decisions made on resources required and available to carry out the concerns on the list.

7. Items must be cut from the list where there are no resources available.

8. Selection of a small group to rework the text of each item remaining on the list should be made.

9. A trackable measurement that indicates success must be established, and

10. Responsibility of committee members for the tracking, and publication of the information must be made.

Selecting a Mission Statement and Setting Goals

Working with the help of Renken, and using the steps above, the teachers and the selected administrator from Parkway Central Middle School (PCMS) decided on the mission of their school. The mission selected was to establish an atmosphere where students demonstrate respect for themselves, their peers, and all adults and to evaluate, revise, develop and implement new discipline plan that would be more proactive than reactive. Four goals were established to accomplish this mission:

1. The staff at Central Middle School will develop programs to help students understand the concept of respect for themselves and others.

2. The Staff at Central Middle School will be empowered with the authority to maintain discipline within the school setting.

3. The administrative staff and teachers at PCMS will provide immediate, consistent, and precise consequences for behavior, and

4. Office space will be reestablished for primary use by adult staff members.

The Discipline Committee at PCMS was given the responsibility of carrying out these goals. They in turn established three other committees: The Respect Week Committee, The Reward Program Committee, and the Parent/Teacher/Student Advisory Board Committee. One other committee was formed at a later date to help spearhead school-wide activities, and that was the Character Development Committee.

In building strategies for accomplishing the goals mentioned above, the committees decided upon two areas of focus: responsibility education because it is crucial to school climate, and family involvement because it is crucial to the school's mission. With this decision was born the Responsibility and Respect Program/Plan. Each part of the plan was considered and named separately by the PCMS team. The name "Responsibility and Respect Program" was coined by the outside consultant as a method to unify the program.

PCMS Programs Designed to Foster Responsibility and Respect

The Responsibility and Respect Program was a combination of proactive activities, existing programs, new programs, and disciplinary management techniques that addressed the issue of fostering responsibility and respect of students at PCMS. The first task of the committee was to gather a list of concerns from teachers. Most of the concerns gathered seemed to focus on school discipline. From these concerns, activities were generated to help address the concerns. These activities included:

1. Respect Week

The first Respect Week was held in September, 1994. Additional dates were set aside for March, April, and May of 1995 and for the 1995-96 school year.

During respect week all students and teachers were involved in some aspect of teaching or learning about respect. For example, the Fine Arts teachers focused on respecting others by setting up random acts of kindness activities; Unified Studies focused on respect for self by having students participate in discussion groups and in journal writing; Math teachers chose the topic "Respect for the World Environment." Students were shown a video on how man is destroying his environment and a statistical analysis was made of various problems related to the destruction of the environment; Science teachers selected the topic "Respect for the School Environment."

Each science class adopted a hallway. This responsibility included picking up litter, maintaining clean walls, eliminating gum chewing or secret eating in classroom, emptying pencil sharpeners, participating in the paper recycling program, keeping lockers clean on the outside, and calling for locker clean-out by teams.

As a culminating activity for Respect Week, Unified Studies teachers asked students to write in journals about things that had happened to them during the week. Students discussed activities and what they had learned about themselves.

Counsellors were asked to initiate additional classroom guidance programs for developing responsible student behavior.

2. Rights and Responsibilities Document Drafted

Teachers lead students in a discussion of the terms responsibility and respect. A set of rights and responsibilities were drafted by classes. This activity was modeled after those prepared by the Leal School District, Urbana, Illinois.

3. Incentive Programs Initiated

"Catch the Pride" -- Colt Pride. This program was based on a "catch them being good idea." The goal of the program was to instill a sense of school pride in students. This was a proactive program rather than a reactive program. Rewards were given students for good citizenship, good hallway behavior, picking up trash from floor, helping out other children, improving attitude or academic achievement in class, doing special projects, being kind to someone; good attendance, homework completion, etc.

Reaching for the Gold. Students received Gold Cards that could be cashed-in for prizes. Recognition of students receiving gold cards was also given at all-school assemblies.

Special Privilege Passes were created.

More "good" calls were made to parents.

4. Extracurricular Activities

Speakers were brought to PCMS to address the issue of responsibility and respect. Jackie Smith, former St. Louis Cardinal football player, and Basil McRae, Blues Hockey player were among these speakers.

Videos were shown that dealt with issues of responsibility to the environment. For instance, "The Power of One" by Bill Couturie (1993) was shown in mathematics classes. "Legal Rights and Responsibilities" was shown in Practical Arts.

Random "Acts of Kindness" were initiated by the Fine Arts classes. Instead of hurting people, PCMS students organized ways to help others by performing "good deeds."

5. After-School Tutorials

After-school tutorials were initiated to improve academic performance. Tutors were provided by the University of Missouri, St. Louis, School of Education, as part of the Professional Development School Experience.

6. Behavioral Management Techniques Revamped

Behavioral standards were developed. Twenty-seven points were set by the committee to develop respect. Twenty-four points were set by the committee to develop responsibility.

Principals met with all students to set expected standards of behavior.

A responsibility plan was established which gave a new focus to In-School Suspension (ISS) and the use of the Principal's Office. ISS was relocated to a larger more private space and provisioned with a telephone. Students assigned to ISS were expected to learn facts about their school, and complete all assignments given. New forms were created for ISS. They included: A Checklist for Rules and Procedures which each student assigned to ISS was required to learn; Increasing My

Success In School Form; My Plan To Do Better Form; and a Plan for Assuming Responsibility and Improving Behavior was drawn.

More counselling for ISS students was provided.

Students having trouble in class were prohibited from being office aides. New and stricter guidelines were set for being an office aide.

A new time-out form was created.

Workshops on understanding cultural differences were provided teachers.

7. Citizenship Probation Program Begun

A letter was sent to all parents informing them of the new Citizenship Probation Program. Better citizenship was encouraged through parent conferencing and parent involvement. Several forms were created to help teachers and students track progress. Forms included one for teachers to use when calling parents, a citizenship probation guidelines instrument, a citizenship probation case manager checklist, and a citizenship up-date from teachers.

Students having difficulty with conduct were required to complete a Behavior Contract. A copy of this contract was sent to parents.

Students were assigned to a case manager and required to meet weekly with their assigned case manager. Every 3 weeks during the trimester an up-dated student evaluation was conducted.

8. Dynamic Tool (Statistical Data Collecting)

A device to measure the progress of the program was established for the 1993-94 academic school year and the 1994-95 academic school year. Statistics on six components

of the PCMS's Discipline Program were kept. These six components were: (1) number of time-outs given; (2) number of lunch detentions given; (3) number of discipline referrals given; (4) number of after school detentions given; (5) number of in-school suspensions given; and (6) number of out-of-school suspensions given. A bench mark of 25% above and below the average was established.

An outside consultant collected data as an unbiased observer. The consultant was selected from the University of Missouri, St. Louis because of the Professional Development School Collaborative agreement between PCMS and UMSL.

Statistical Data Collection Through Discipline Referrals

The purpose of collecting data were to determine if discipline policies and procedures implemented by Parkway Central Middle School (PCMS) during the 1993-94 and 1994-1995 academic years: (1) improved instruction by eliminating disciplinary disruptions; (2) improved the self-esteem of students; (3) helped students become more responsible for their own conduct; and (4) helped students become more respectful of each other and staff at PCMS.

Data were collected from six sources of the Behavioral Management Program for the 1993-94 and 1994-95 academic school years. A frequency count was kept for each of the six sources which included:

1. Number of time-outs given.
2. Number of lunch detentions given.
3. Number of discipline referrals given.
4. Number of after school detentions given.
5. Number of in-school suspensions given.
6. Number of out-of-school suspensions given.

For the 1993-94 and 1994-95 academic school years, each component was divided into bi-monthly results and an average was determined. A bench mark of 25% above the average was established (see Tables 1 through 6).

During 1993-94, there were thirty-eight (38) times when the number of students exceeded the high bench mark for all six areas. During this same period, staff development was initiated for designing a quality learning environment. Consensus decision making and Deming's fourteen points of effective management were employed to set the school's mission and goals. Committees were formed and plans drawn to create an environment of responsibility and respect among all members of the school. The description of these plans are discussed in detail above. The results of this effort were that during 1994-95, there were only seventeen (17) times when the numbers of students involved in disciplinary action exceeded the high bench mark for all six areas, as compared to thirty-eight (38) the year before (see Tables 1 through 6).

Limitations of the Study

Certain factors may have influenced the results and should be taken into consideration. One major problem with comparing the two school years was that 50% of the student population changed. The 8th grade was promoted to high school, and a new 7th grade came to PCMS from the elementary schools. This meant that the 8th graders in 1994-95 had already been exposed to most of the policies and procedures from the year before, and that teachers were better prepared to teach the program the second year because they had a

clearer view of the policies and procedures. Additionally, because of major construction within the building, students and teachers experienced many changes in their daily routines which may have affected behavior. Students only had access to the building through the main entrance. They were also asked to stay in the atrium until the bell rang. This prohibited students from being in the halls at certain times of day.

Conclusions

It reviewing the six components of the PCMS's Disciplinary Program, the statistical data gathered indicated that in all six areas there was an overall decrease in the number of students involved in disciplinary actions. Serious offenses to school rules were cut in half in many cases. There seemed to be a correlation between exciting times of year and student misbehavior. The goals set through consensus building that there would be improvement shown statistically in discipline from 1993-94 to 1994-95 due to the discipline policies and procedures implemented by Parkway Central Middle School were reached, indicating that a proactive plan to manage student behavior is effective.

Statistical Information Collected Through Surveys

In January of 1995, an outside consultant from the University of Missouri, St. Louis was asked by the Principal and Disciplinary Committee to conduct an evaluation of the Responsibility and

Respect Plan. It was felt by the Disciplinary Committee that participants in the program would be more open about their feelings if questions were posed by an outside evaluator. The first planning meeting was held January 18, 1995.

The research project was initiated as part of the Professional Development School Collaborative. Two surveys were designed to solicit information from students, teachers, administrators, and support staff. Questions for the surveys were drawn from the mission statement and goals of the Responsibility and Respect Plan. The consultant worked closely with the PCMS Disciplinary Committee and Principal to gather information that would be relevant for improving the program.

Student Responses

Four hundred and fifty four (454) students from the 7th and 8th grades responded to sixteen questions on the survey. There were two open ended questions at the end of the survey to allow for individual comments. Each response was given a weight: Strongly agree was given a weight of 40 points; agree was given a weight of 30 points; disagree was given a weight of 20 points; and strongly disagree was given a weight of 10 points. A bench mark of 25 was set as the average between agreement and disagreement, with 10 being the lowest score possible and 40 being the highest score possible. Any mean score above 25 was considered in agreement with the statement. Below 25 was in disagreement with the statement. A mean score above 30 was considered strongly in agreement, and below 20 was considered strongly in disagreement

with the statement. Respondents were forced to either agree or disagree with the statement, no neutral score was made available. Survey responses revealed the following:

Students agreed by 27.7% that they felt more comfortable in a classroom where students are not allowed to disrupt lessons. They also felt by 28.3% that disruptive students should be sent out of class and lessons continued with little interruption. One seventh grader commented "Make the consequences a little tougher." Another stated, "I feel that people who misbehave in class should be quickly sent out of the room and be punished more severely

Students agreed by 29.3% that they should have input into the responsibility and respect program at PCMS and that rules at PCMS clearly define what behavior is acceptable (27.0%). Students slightly disagreed that the responsibility and respect plan gives teachers the responsibility to help students choose an acceptable behavior through the self-evaluation/planning process (24.4%). This could be due to a lack of knowledge about the process. Students who were not involved in behavioral problems did not have the opportunity to be involved with the self-evaluation/planning process.

Students agreed by 25.8% that their behaviors effects others. They were aware of the new proactive student responsibility and respect plan at PCMS (26.1%), but could not identify at least three ways in which students and teachers at PCMS work together to help students take more responsibility for their behavior (23.8%). Student comments included, "Wish teachers would tell us more about the program" (7th grader), and "I have never heard of the plan until

now" (7th grader). Since the program was fragmented into many activities rather than having its own identity, students more than likely did not have a clear picture of when they were being helped through "the program." Some teachers also did not discuss the program enough with their students in order to create an awareness.

Although disciplinary actions were down as indicated by the number of referrals given , students strongly felt that they did not show more respect for themselves, their peers, or adults (18.9%), nor did they feel that the proactive discipline management plan was working (19.9%). One 7th grader wrote, "I don't think the teachers stress it [the program] enough." Another 7th grader wrote, "Stress the concept more."

Students slightly disagreed that Administrators at PCMS were enforcing the rules set by the plan (24.3%). They also did not feel that students were rewarded enough for following the guidelines of the plan (23.4%). In the open ended comments, students complained that teachers stopped given gold cards after January of the first year. One 8th grader commented, "They should not stop and go with the gold cards." Another 8th grader wrote, "Keep handing out the gold cards because about 4 months ago they stopped handing them out." Teachers commented in response that they had trouble getting the cards. Another problem was that all teachers did not select to participate actively in the program.

Students did not feel that consequences were immediate (23.9%), consistent (22.3%), or appropriate (23.5%). Students commented that "More immediate rewards for well behav[i]or and more discipline for those who interfere with the learning of others"

was needed. Others commented that "On many occasion the 'bad' student gets much more attention from the teacher while the rest of us feel neglected and forgotten for doing the right things. Which leads more kids to acting ina[p]propriately," and "I think they should give the consequences when it happens instead of waiting." Students did not desire to see the proactive discipline plan continued (22.9%), but this was probably due to their not understanding the program fully or seeing it in its entirety.

Other interesting responses included: "Set up after school clubs." "The plan is good" (8th grader). "I thank you for putting your time and effort into this program for all of the students at PCMS!" (7th grader). "I think this is a good program. Thanks!" (7th grader), and "Excellent program! "(8th grader).

Conclusion

Many of the students called for immediate and harsher consequences for misbehavior. Time and time again, 7th grade students wrote that they were not totally aware of the program and needed to be given more information about it. "I don't think the teachers stress it [the program] enough." Although students made a positive response to question seven which indicated that they were aware of the proactive student responsibility and respect plan, students were not able to identify aspects of the program (question eight). Students did know what the rules for the school were (question four). In the open ended section, many students indicated that they felt the consequences were not being carried out effectively. Examples given included that students assigned to

in-school suspension were allowed to play basketball and other games. This is a difficult situation to assess since all the variables are not available. Another issue that many 7th graders addressed was the that teachers took privileges they did not allow students. The example most often given was chewing gum. Although students are not allowed to chew gum, some 7th grade teachers were constantly chewing gum. On the whole there were many more positive comments than negative. "I think this is a good program. Thanks!" wrote one 7th grader, and "Excellent program! " wrote an 8th grader. The main problem seemed to be with name recognition, and understanding how the parts fit together by both students and faculty. This problem can be eliminated through more communication about the program among administrators, teachers and students. Another problem of some consequence is that a few teachers did not buy into the program.

Teacher and Administrator Responses

The consultant also gathered information from teachers and administrators by attending a faculty meeting in which she explained the purpose of the research, answered questions, and distributed the surveys to teachers and administrators. The respondents were allowed to keep the surveys and return them at a later date to the office secretary or to the Chairman of the Disciplinary Committee. This was a mistake. Having teachers and administrators fill out the survey at the faculty meeting would have yielded more responses.

Thirty-nine (39) teacher surveys and two (2) administrators surveys were returned. The survey consisted of twenty-four (24) questions with two open ended questions at the end of the survey to allow for individual comments. Each response was given a weight: Strongly agree was given a weight of 40 points; agree was given a weight of 30 points; disagree was given a weight of 20 points; and strongly disagree was given a weight of 10 points. A bench mark of 25 was set as the average between agreement and disagreement, with 10 being the lowest score possible and 40 being the highest score possible. Any mean score above 25 was considered in agreement with the statement. Any mean score above 30 was considered strongly in agreement with the statement. Any mean score below 25 points was considered in disagreement with the statement; below 20 was strongly in disagreement with the statement. Respondents were forced to either agree or disagree with the statement, no neutral score was made available.

In reviewing the responses, both groups strongly agreed that the proactive, discipline plan was important to a successful learning environment (teachers 39.5% and administrators 40.0%), and that discipline is being maintained (teachers 29.7%, administrators 35.0%). Teachers (31.0%) and administrators (35.0%) strongly agree that staff development would improve discipline management techniques.

Three different discipline models were considered by PCMS administrators and teachers. The assertive discipline model was strongly favored by administrators (40.0%) and they commented that they felt successful using this model. However, teachers disagree

(24.4%) that assertive discipline was effective for them. Teachers (29.5%) and administrators (35.0%) both have used a time-out procedure successfully. This model was favored over the Assertive Discipline model by teachers, whereas administrators felt more successful with the assertive discipline model. The model of choice for discipline management by both teachers (38.2%) and administrators (35.0%) however, was a student responsibility model in which disruptive students learn that their actions cause outcomes and that a plan for appropriate behavior must be developed (responsibility model). Teachers remarked that "More follow up [was needed]," and that "More consequences for repeated offenders [needed to be initiated]."

When asked if they were familiar with the new Student Responsibility and Respect Plan at PCMS, teachers (33.3%) strongly agreed that they were familiar with the program, as did administrators (40.0%). Comments from teachers included: "I would like to learn more about it [the responsibility and respect plan], "Make students more aware," and "Need to get all staff member[s] using the plan." There was also strong agreement that the student responsibility and respect plan at PCMS had been designed using consensus decision making. Teachers strongly agreed (32.6%) to this question, as did administrators (40.0%). There was strong agreement that teachers (31.8%) and administrators (40.0%) could identify at least three ways in which students and teachers at PCMS are working together to help students take more responsibility for their behavior.

Both teachers (28.2%) and administrators (40.0%) felt that they had input to the discipline management program at PCMS, and both felt strongly that the rules at PCMS clearly define what behavior was acceptable (teachers 31.0% and administrators 35.0%). Both felt that the discipline management plan gave teachers the responsibility to help students choose an acceptable behavior through the self-evaluation/planning process. Although administrators (40.0%) felt more strongly than teachers (25.6%). Administrators (35.0%) also felt more strongly than teachers (23.9%) that since the initiation of the student responsibility and respect program, students at PCMS demonstrate more respect for themselves, their peers and other students.

Teachers (30.0%) strongly agreed that administrators at PCMS were enforcing the rules set by the plan; administrators (40.0%) also strongly agreed, as would be expected. However, one teacher commented, "I'm not sure the administration understands the plan."

As with students, teachers (23.9%) did not feel that students were rewarded enough for following the guidelines of the program. Teachers commented, "Make it less cumbersome to manage." and that there was "Not enough time for follow up with kids." Administrators (35.0%) did feel that students were being rewarded for following the guidelines of the program. Both teachers (28.0%) and Administrators (30.0%) agreed that consequences were immediate. However, teachers did not feel that consequences were consistent (22.8%) or appropriate (22.1%). Administrators felt strongly that consequences were consistent and appropriate (40.0%). Teachers' comments

included: "Start from day one and be consistent." "More consistency and somehow instill the idea of self-discipline!"

Teachers (25.9%) and administrators (40.0%) felt that the Responsibility and Respect Plan was working for students. They also felt that students were demonstrating more courtesy in halls, and that there were less tardiness, etc. (teachers agreed 27.2%, administrators strongly agreed 40.0%). A teacher suggested "meet once a trimester as staff to discuss."

Administrators (40.0%) felt that they would like to see the proactive discipline plan continued and/or be expanded next year, while the teachers did not agree (24.4%). Although the statistical data collected from the teachers' responses did not support the continuation of the program the following comments were received from some teachers: "Much better this year," "Let's keep working on this," "More teachers [need to] buy into it," "Continue to discuss ways to improve behavior and follow up on consequences for negative behavior." "Continue and expand Respect Week and Gold Card Program next year." "Definitely think the plan should continue -- it has been effective as a proactive plan."

Recommendations

On the whole, the plan worked. Discipline referrals and assignment to lunch duty, ISS, etc., are down as noted above. Suggestions that would improve the plan are as follows:

1. A name or identity needs to be created to encompass the entire program. Naming the program and discussing all the parts of the program would help give it name recognition by

both teachers and students. The identity issue was the biggest problem revealed by the survey. Seventh grade students especially did not seem to know about the proactive disciplinary plan.

2. Give more rewards to students who follow the rules of the program. The gold card policy was dropped after Christmas. Many students wondered why because they liked it. Teachers felt that if it were easier for them to obtain the cards, they would be more willing to carry out the program. A suggestion was made by one teacher that it would be helpful to put the blank gold cards in mailboxes once a week.

3. Consequences set for misbehavior need to be followed. For example, students who are assigned to ISS should not be seen playing basketball or other games if they are supposed to be in ISS. This makes the consequence ineffective.

4. Make the plan more manageable for teachers. New programs are always difficult at first, and there is always room for streamlining. Suggestions need to be obtained from teachers in order to give them ownership.

5. Teachers need to follow the same rules as students. For example, if students are asked not to chew gum, then teachers should not chew gum either.

6. Academic success needs to be tracked and included in the program's data base.

7. All adults at PCMS need to buy into the plan. It would be easier to sell students if all adults supported the plan.

8. Additional consensus building among teachers, staff members and administrators needs to be done. Staff members especially should be given more of a role in the program.
9. Additional consequences and rewards need to be considered, and
10. Work needs to be done on consistency and immediacy.

Conclusion

All four goals set by consensus decision making were accomplished. The staff at PCMS did develop programs to help students understand the concept of respect for themselves and others; the Staff at PCMS was empowered with the authority to maintain discipline within the school setting; attempts were made at providing immediate, consistent, and precise consequences for behavior; and Office space was reestablished for primary use by adult staff members.

The recommendations suggested above are currently in the process of being evaluated and implemented by administrators and committee members at PCMS. Some of the recommendations that have already been implemented are as follows: The issues of program recognition and teacher adherence to the same rules as students have been addressed with the faculty. Efforts are being made to draw those teachers into the program who are not currently actively participating, and plans are being initiated to help entering sixth grade students identify with the program more quickly. Sixth grade was moved to PCMS this year, 1995-96. This reorganization of students will be a positive step to the program since it will give

more consistency within the student body. Only a third of the students will be graduated each year, rather than half. Additional activities like Respect Week and Random Acts of Kindness are being considered to continue concept development of respect and responsibility.

Administrators are empowering teachers with the authority to set discipline standards as indicated by the new behavioral management procedures, the citizenship probation program, and their responses to the survey. And more efforts are being made by both administrators and teachers to provide immediate, consistent, and precise consequences for behavior .

Although additional improvements can still be made in the program, the administration and discipline committee need to be complimented for the significant gains that have already been made as evidenced by the decline in discipline referrals and survey comments. There is a general feeling of accomplishment by teachers, administrators and students, and, as mentioned above, the initial goals set by consensus were reached. This is all very encouraging and promising. PCMS is truly a student oriented environment, with a staff that believes in a proactive approach to management. As one teacher commented, "We owe a great deal to our administration, for without their support and willingness to empower teachers we could not have accomplished what we have." As one administrator commented, "Our teachers are the core to what we are trying to do here at PCMS, and they need to be recognized for their superior efforts." This is the true essence of teamwork, and the students will be the benefactors.

TABLES

Table 1

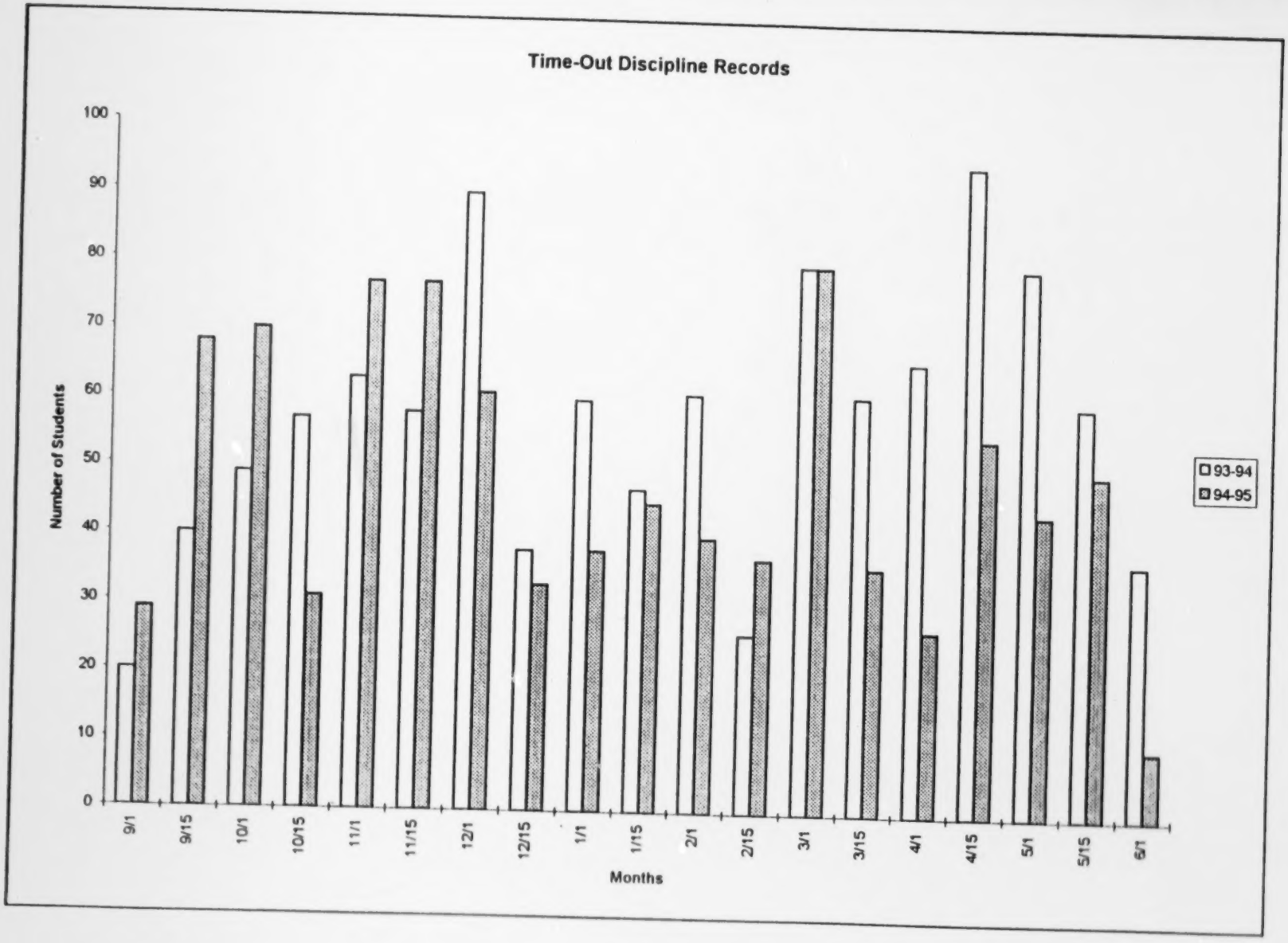
Time-Out Discipline Records
Number of Students
100
90
80
70
60
50
40
30
20
10
0
9/1
9/15
10/1
10/15
11/1
11/15
12/1
12/15
1/1
1/15
2/1
2/15
3/1
3/15
4/1
4/15
5/1
5/15
6/1
Months
93-94
94-95

Table 2

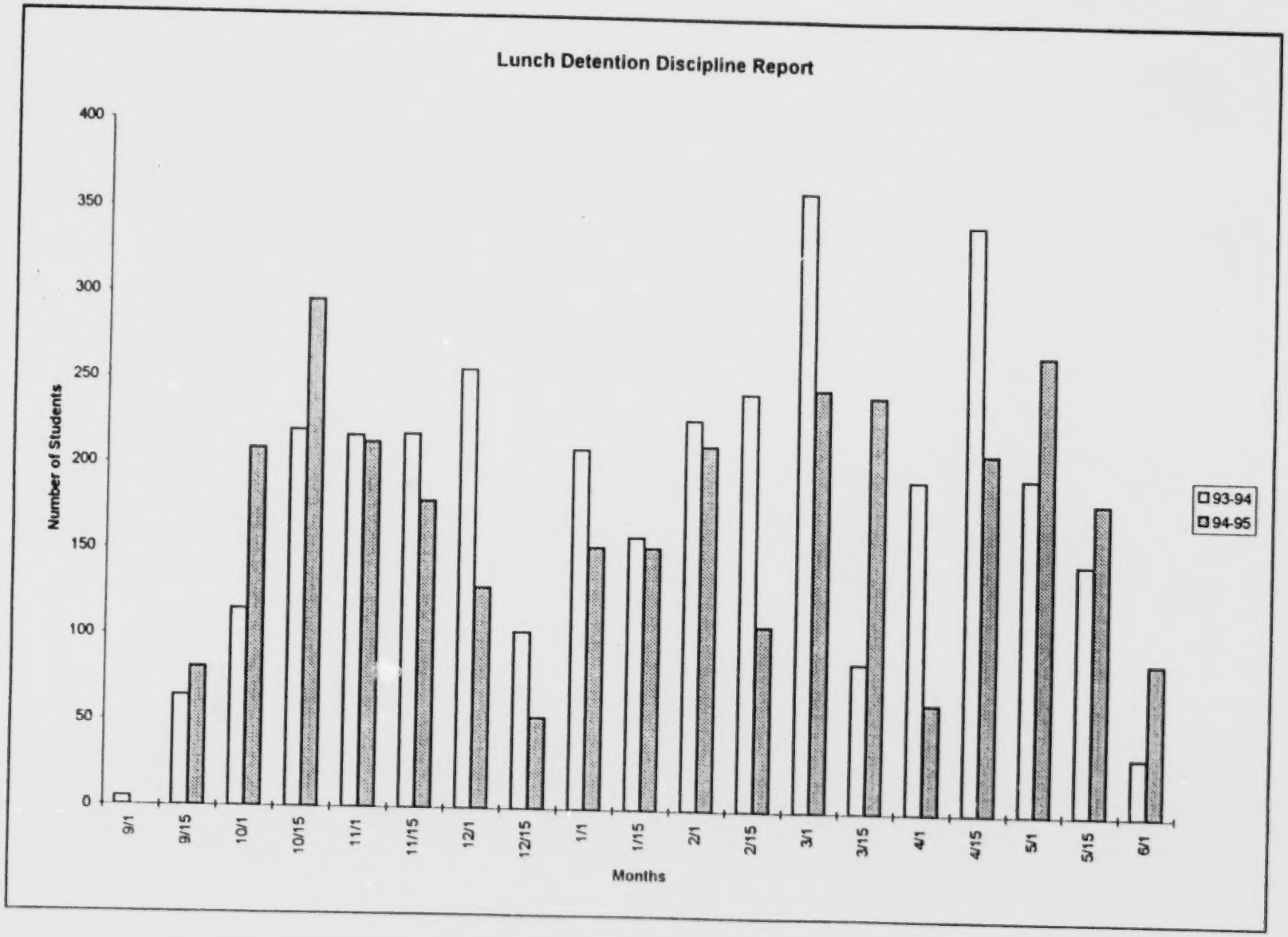
Lunch Detention Discipline Report
Number of Students
400
350
300
250
200
150
100
50
0
9/1
9/15
10/1
10/15
11/1
11/15
12/1
12/15
1/1
1/15
2/1
2/15
3/1
3/15
4/1
4/15
5/1
5/15
6/1
Months
93-94
94-95

Table 3

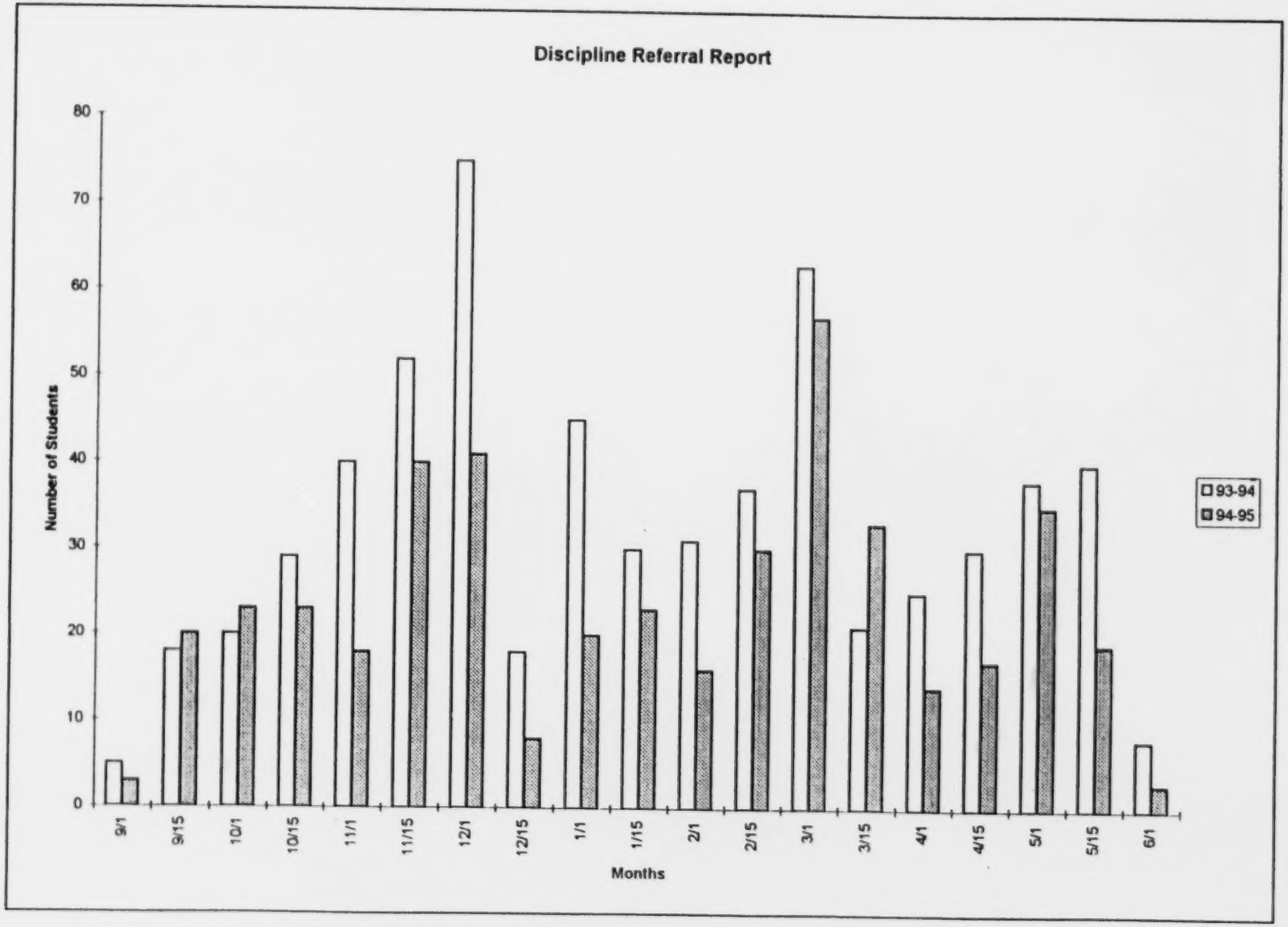
Discipline Referral Report
Number of Students
0
10
20
30
40
50
60
70
80
9/1
9/15
10/1
10/15
11/1
11/15
12/1
12/15
1/1
1/15
2/1
2/15
3/1
3/15
4/1
4/15
5/1
5/15
6/1
Months
93-94
94-95

Table 4

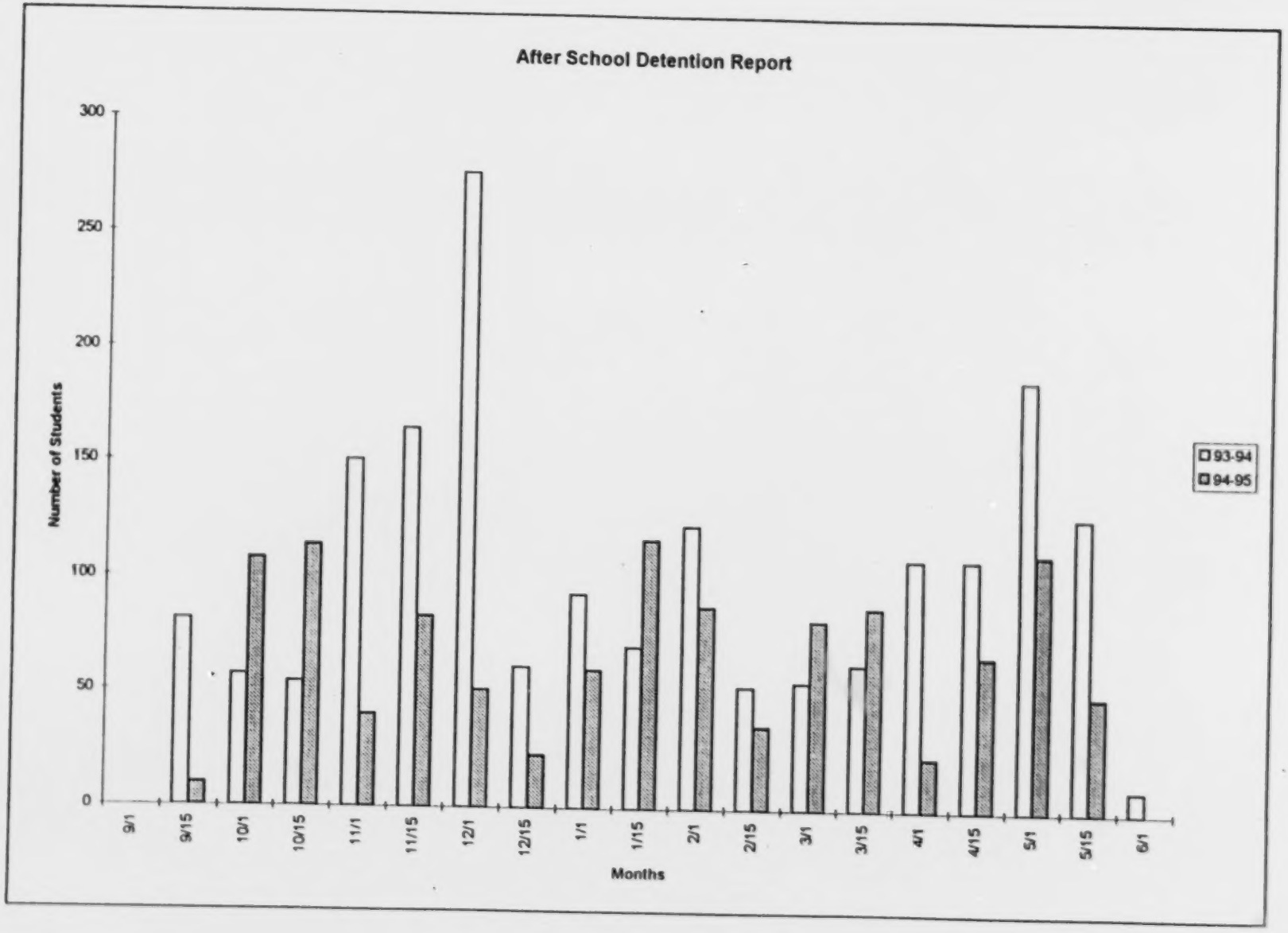
After School Detention Report
Number of Students
300
250
200
150
100
50
0
9/1
9/15
10/1
10/15
11/1
11/15
12/1
12/15
1/1
1/15
2/1
2/15
3/1
3/15
4/1
4/15
5/1
5/15
6/1
Months
93-94
94-95

Table 5

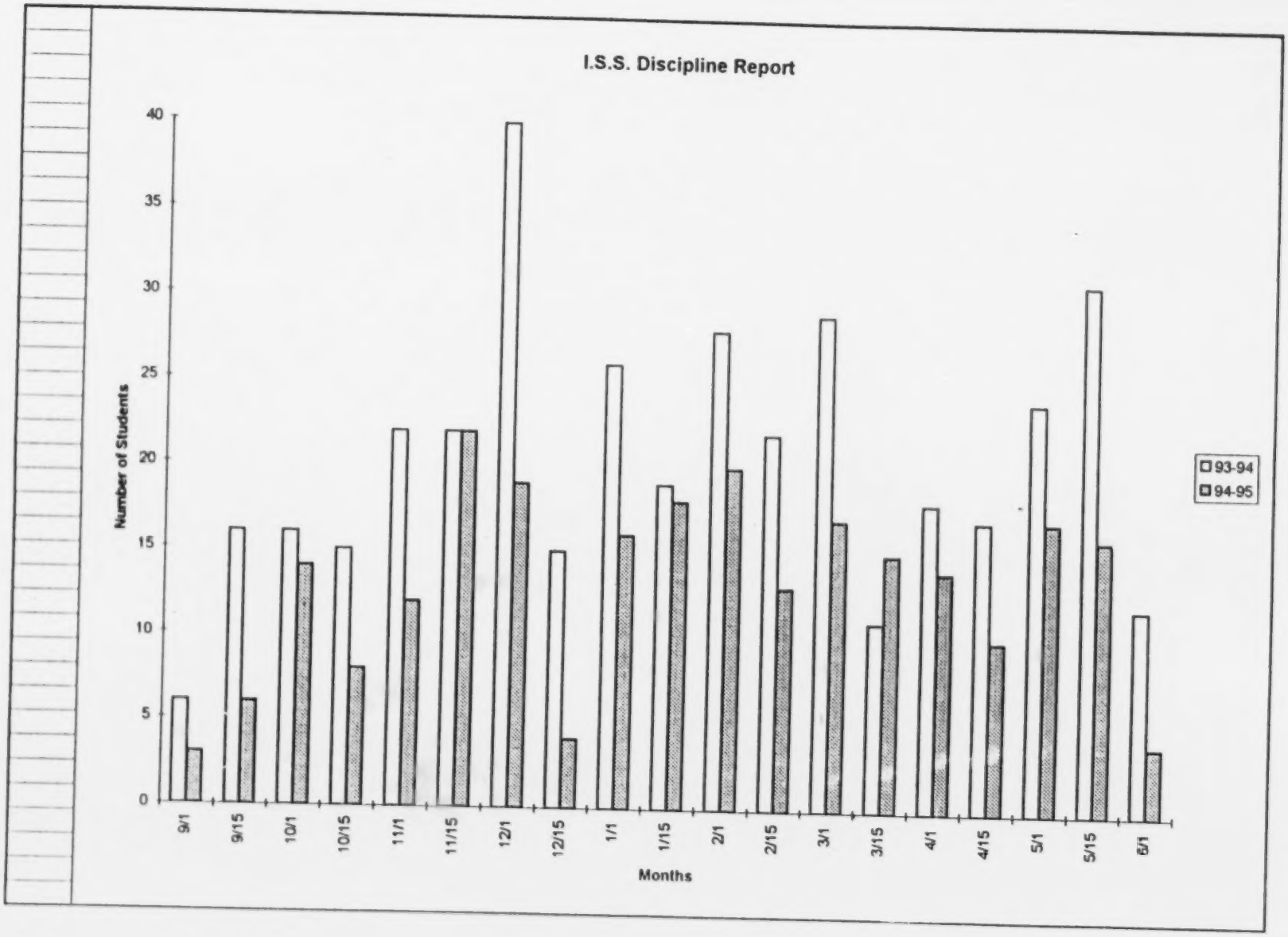
I.S.S. Discipline Report
Number of Students
40
35
30
25
20
15
10
5
0
9/1
9/15
10/1
10/15
11/1
11/15
12/1
12/15
1/1
1/15
2/1
2/15
3/1
3/15
4/1
4/15
5/1
5/15
6/1
Months
93-94
94-95

Table 6

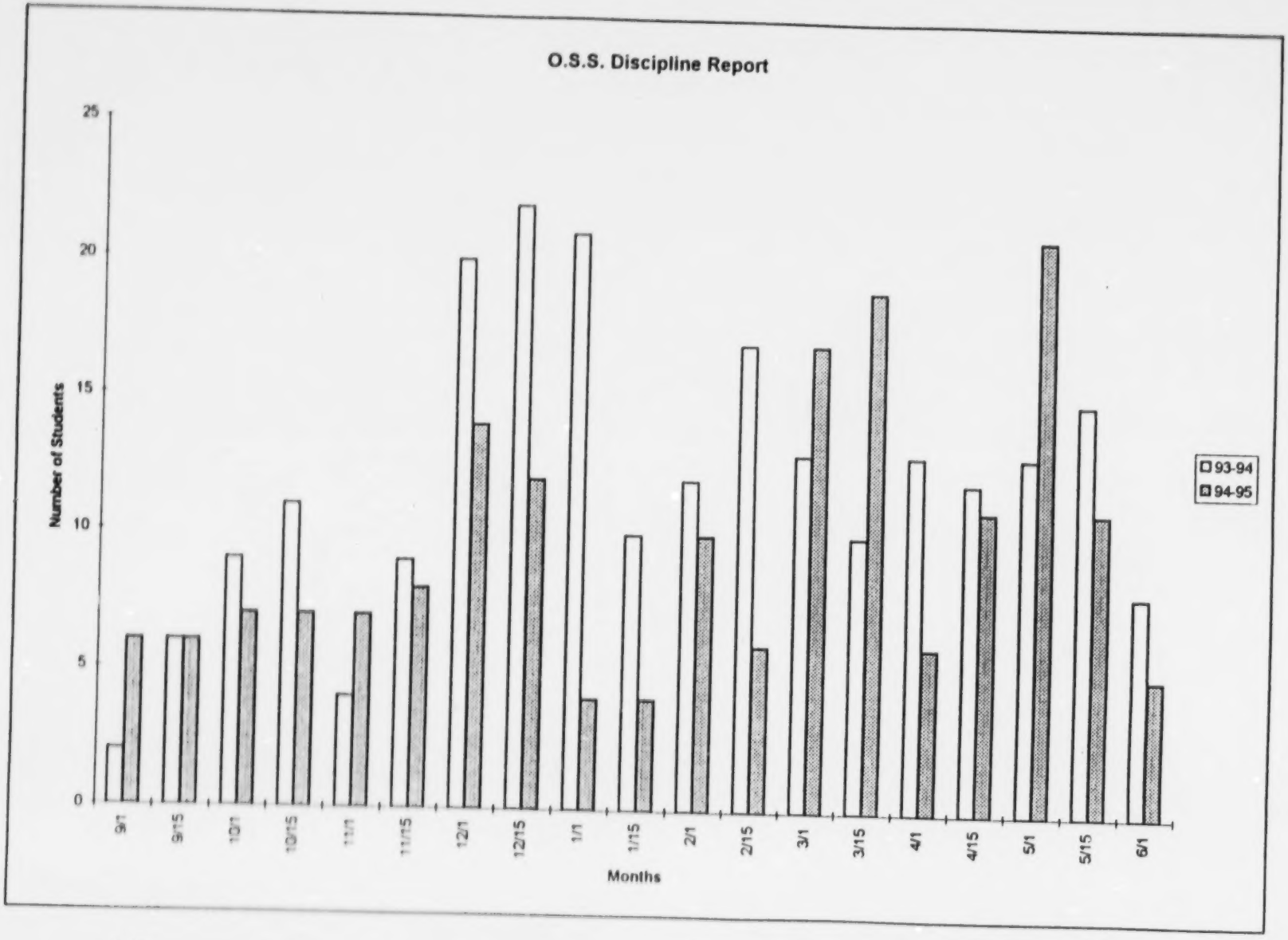
O.S.S. Discipline Report
Number of Students
25
20
15
10
5
0
9/1
9/15
10/1
10/15
11/1
11/15
12/1
12/15
1/1
1/15
2/1
2/15
3/1
3/15
4/1
4/15
5/1
5/15
6/1
Months
93-94
94-95

Table 7
Student Responsibility and Respect Questionnaire

SA = Strongly Agree A = Agree D = Disagree SD = Strongly Disagree

1.	I feel more comfortable in a classroom where students are not allowed to disrupt lessons.	SA	A	D	SD
2.	I feel disruptive students should be sent out of class and lessons continued with little interruption.	SA	A	D	SD
3.	I feel I should have input into the responsibility and respect program at PCMS.	SA	A	D	SD
4.	I feel the rules at PCMS clearly define what behavior is acceptable.	SA	A	D	SD
5.	I feel the respon[illegible]ility and respect plan gives teachers the responsibility to help students choose an acceptable behavior behavior through the self-evaluation/planning process.	SA	A	D	SD
6.	I feel my behavior effects others.	SA	A	D	SD
7.	I am aware of the new proactive student responsibility and respect plan at PCMS (see description at beginning of survey).	SA	A	D	SD
8.	I can identify at least three ways in which students and teachers at PCMS are working together to help students take more responsibility for their behavior.	SA	A	D	SD
9.	Since we began the responsibility and respect plan, I feel that students show more respect for themselves, their peers, and adults.	SA	A	D	SD
10.	Administrators at PCMS are enforcing the rules set by the plan.	SA	A	D	SD
11.	I feel that students are rewarded for following the guidelines of the plan.	SA	A	D	SD
12.	I feel that consequences are immediate.	SA	A	D	SD
13.	I feel that consequences are consistent.	SA	A	D	SD
14.	I feel that consequences are appropriate.	SA	A	D	SD
15.	I feel that the proactive discipline management plan is working.	SA	A	D	SD
16.	I would like to see the proactive discipline plan continued next year.	SA	A	D	SD

17. What are your suggestions for improving/expanding the student responsibility and respect plan.

18. Additional comments:

BEST COPY AVAILABLE

Table 8
Administrator/Teacher Responsibility and Respect Questionnaire

SA = Strongly Agree **A** = Agree **D** = Disagree **SD** = Strongly Disagree

1.	I feel that a school-wide, proactive, discipline plan is very important in a successful learning environment.	SA	A	D	SD
2.	I am comfortable with the level of discipline in my classroom.	SA	A	D	SD
3.	I feel my approach to discipline can be improved with appropriate staff development.	SA	A	D	SD
4.	I have had success using a discipline approach where students and teacher set rules of behavior and decide together appropriate consequences for breaking those rules (assertive discipline model).	SA	A	D	SD
5.	I have used a time-out procedure successfully in dealing with disruptive students, i.e., sending them to an isolated area for a specific amount of time (time out model).	SA	A	D	SD
6.	I have found success with student responsibility models, in which disruptive students learn that actions cause outcomes and that a plan for appropriate behavior must be developed (responsibility model).	SA	A	D	SD
7.	Of the three models described, I feel assertive discipline is most effective for me.	SA	A	D	SD
8.	Of the three models described, I feel the time-out is most effective for me.	SA	A	D	SD
9.	Of the three models described, I feel the responsibility is most effective for me.	SA	A	D	SD
10.	I am familiar with the new Student Responsibility and Respect Plan at PCMS.	SA	A	D	SD
11.	I feel that the Student Responsibility and Respect Plan at PCMS has been designed using consensus decision making.	SA	A	D	SD
12.	I can identify at least three ways in which students and teachers at PCMS are working together to help students take more responsibility for their behavior.	SA	A	D	SD
13.	I feel I have input to the discipline management program at PCMS.	SA	A	D	SD
14.	I feel the rules at PCMS clearly define what behavior is acceptable.	SA	A	D	SD
15.	I feel the discipline management plan gives teachers the responsibility to help students choose an acceptable behavior through the self-evaluation/planning process.	SA	A	D	SD

Table 8 (Cont.)

16.	Since the initiation of the Student Responsibility and Respect Plan, students at PCMS demonstrate more respect for themselves, their peers, and other students.	SA	A	D	SD
17.	Administrators at PCMS are enforcing the rules set by the plan.	SA	A	D	SD
18.	I feel that students are rewarded for following the guidelines of the program.	SA	A	D	SD
19.	I feel that consequences are immediate.	SA	A	D	SD
20.	I feel that consequences are consistent.	SA	A	D	SD
21.	I feel that consequences are appropriate.	SA	A	D	SD
22.	I feel that the Responsibility and Respect Plan is working for my students at PCMS.	SA	A	D	SD
23.	I feel the Responsibility and Respect Plan is working for middle school students at PCMS (i.e., student demonstrate more courtesy in halls; there is less tardiness to class, etc.)	SA	A	D	SD
24.	I would like to see the proactive discipline plan continued/expanded next year.	SA	A	D	SD

25. The discipline model I use is:

26. What are your suggestions for improving/expanding the student responsibility and respect plan.

27. Additional comments: